

Tri-City Citizens Union for Progress
675-61 South 10th Street
Newark, New Jersey 07103
tel. 374-5252

PROGRESS REPORT 1973 -1974

The Tri-City concept of self-development has been the central theme of our work. The Tri-City family has grown from a small number of determined Board members who kept faith with the dream, to an organization of over 200 policymakers, volunteers, parent participants and staff. On a daily basis, we affect the lives of over 200 families in our Tri-City People's Center. Our participation and support of the day care coalition in Newark and the state has already been felt on legislative and executive levels. This report will summarize those efforts in an attempt to explain why the struggle for the economic survival of the People's Center must go on.

Rebecca L. Andrade
Executive Director

June 1974

The Citizens Union for Progress Program

Tri-City's role as developer and innovator:

Tri-City Citizens Union for Progress, Inc. is the parent body and non-profit sponsor of all our community development projects.

Several other corporations and projects have spun off from the parent organization:

Tri-City Citizens Economic Union for Progress
Priorities Investment Corp.
Amity Village #1 Cooperative
Tri-City Trust Fund
Emergency Committee to Save Child Care
Tri-City Health Action Committee
Women's Union for Progress

Each one of these efforts is making contributions in community and economic development. This has been financially possible because of the Trust Fund.

Our future rests in the expansion of this role as program developer, organizer, innovator, and trainer.

Board of Directors

Ulysses B. Blakely
Robert Carroll
Mary Frances Copeland

Lillian Green
Maso P. Ryan - Acting President
Margaret Thompson

Staffing

1 Executive Director
1 Housing Manager (Director for Economic Development)
1 Bookkeeper / Housing Assistant
1 Administrative Assistant
1 Research Assistant

There are college students from Essex County and Bloomfield Colleges assigned to us from work-study projects. Most of them are assigned to the day care and study help programs. A corps are working are working from the office in housing and health activities.

In 1973, Tri-City sponsored a graduate student at the Rutgers School of Social Work. In the summer of 1974, there will be two graduate students in nutrition from Columbia University who will be preparing their masters' theses.

Program Policy Committee - Frances Sheppard, Chairwoman

This committee is made up of parents working cooperatively with staff to set standards for the program and to help involve parents more in the planning and implementation of programs at the People's Center.

Tri-City's Progress Report 1973-1974

Bicultural Day Care Project

Carmen Garcia - Head Teacher

In July, 1972 when the present Executive Director began, the Tri-City Board of Directors agreed that our first task was to raise funds for programs.

Based on our proposal for a "community educational center" which was prepared in 1968, the priority program was a day care center for working parents in the community.

The Tri-City Bicultural Day Care Project began its second year in October 1973.

Children served: 30 ages 2 - 5 years (Our goal is to serve at least 1/3 Spanish speaking children; the maximum we have had is eight Spanish speaking children). Eighty per cent of the children's parents are working; the balance are in job training programs.

Source of funding: The Bicultural Day Care Project is funded under Title IV-A of the Social Security Act. This program is administered by the Bureau of Day Care (N.J. Department of Institutions and Agencies). The grant is based on \$40 per week per child. It costs at least \$55 per week per child to operate the program.

Three quarters of the funds are from the federal government. The other 1/4 is supposed to be provided by the State of New Jersey. However, due to the failure of the state to do so, our 1/4 non-federal share in 1973-74 was provided by the City of Newark. (see budget figures)

Staffing

- 1 Head Teacher
- 1 Group Teacher
- 1 Teacher Intern
- 3 Teacher Assistants (full time)
- 1 Food Service Worker
- 7 Total

Tri-City Progress Report 73-74
Bicultural Day Care Project (con't.)

Objectives of the Program

The objectives of the Day Care program are to develop the child emotionally, socially, intellectually, and physically, but revolving around three areas:

The first area is language arts. This area consists of developing good listening skills, speaking skills and reading readiness.

The second area is mathematics. This area is concerned with children developing number sequences, combining and separating groups, understanding relationship of numbers in the world around him.

The third area is physical development. This area is concerned with the development of large muscle, small muscle, and hand and eye coordination.

Accomplishments of the Program

The majority of our children have developed good listening skills. They have been able to listen to a story and retell the story, listen to songs and know them from memory. They are able to listen to different sounds and distinguish them. They are able to express their ideas orally, to follow directions, to discuss a story, to ask and answer questions. Their vocabulary has increased enormously and so have their experiences.

In the area of mathematics some children are able to count in numerical order; they have gained understanding of concepts (big, small heavy, light, etc.). They can form sets of objects, make selections according to size, colors and shapes.

The accomplishments in physical development have been fantastic. Our children are able to cut using the scissors; they are able to put thirteen pieces of puzzles together; they can cut in straight lines as well as curves. In the large muscle coordination activities, the children can balance walking on a board; they can make turns over on the jungle gym; somersault, run, jump, skip, hop, etc.

Another accomplishment in physical and emotional development is the use of the psychologist in working with children with emotional problems. We have worked individually with these children for a length of time and the results have been advantageous.

Tri-City Progress Report 73-74
Bicultural Day Care Project (con't.)

A typical activity in the program

Language arts revolve around the whole curriculum, but a typical activity for the development of listening skills, oral skills and reading readiness is story telling. The children, besides listening to a story, are encouraged to ask questions, discuss problems in the story, discuss the sequence of the story, retell the story in their own words and dramatize the story.

In the development of math concepts the children use pegs to count how many are red, yellow, etc. Also the use of the block area helps the child in one to one relationship. How many half units do you need to make a unit? Put the large cylinder on the flat board, etc.

Another activity in forming sets of objects, counting, and ordering numerically is the use of clothes pins on hangers. The child puts the appropriate number of clothes pins on the hangers and puts them in order from 1 through 10.

Other typical activities for physical development is the use of the jungle gym, tricycle riding, the sliding board plus activities with freedom of movement, where the child is able to use all the parts of the body through music.

Projected plans for the future

At this time we are looking forward to having more volunteers in the classroom. This will allow us to have more individualized activities with the children. We are also looking forward to the renovation of the center so we can have children enjoy their own classroom permanently without having to set up in the morning and put away in the afternoon. This will also provide a more conducive atmosphere for learning, for staff and children, thereby, establishing a model learning center.

Tri-City's Progress Report 73-74

Crusade for Learning Study Help Project

Frances Gonzalez
Project Teacher

"That Every Child Shall Learn"

Crusade for learning has a long history that far precedes the People's Center. In 1966 Crusade for Learning was formed primarily by Head Start parents and workers as an attempt to ensure that the gains made by the children in Head Start were not lost in an antiquated and inadequate public school system. In 1967 Crusade for Learning coalesced with Tri-City and became the educational arm of the Tri-City organization.

Emphasis has always been on providing immediate help to school aged children who were failing because of weak preparation in language arts and math concepts. The other emphasis has been on providing a learning model and mobilizing parent and community efforts to revamp the public school curriculum and attitudes toward children.

Initial projects were run on a volunteer basis using space at the Madison Avenue and subsequently at South 17th Street Elementary Schools.

With the opening of the Tri-City People's Center in 1972, the prospects of a community educational center became more real.

The Crusade for Learning Study Help Project (better known as the After School Program) became funded for the first time in January 1973.

Children served: 50-60 ages 6 - 11 years

The Program begins at 12 noon because the public school has been on split session for over six years. A hot lunch and snack are provided for each child since their parents are also working or in full time training programs.

Source of funding: Crusade for Learning is also administered by the Bureau of Day Care as an after school child care facility. We are funded for fifty children at \$25 per week per child. We always serve at least ten more children. The actual costs is more like \$40 per week per child.

Three quarters of the funds are from the Social Security Act (federal funds). The other $\frac{1}{4}$ has been provided for two years by the VICTORIA FOUNDATION.

Progress Report 73-74
Crusade for Learning (con't.)

Staffing

*1 Program Director

1 Project Teacher

1 Teacher

3 Study Helpers (part-time)

*1 Community Service Coordinator

*1 Recordkeeper

* 8 Total *Serve all children in the center.

Objectives of the Program

The objectives of the program take in three major areas. The first area is language arts. This area consists of listening skills, speaking skills, reading skills and work study skills.

The second area is math. This area is concerned with children learning notations, measurements, currency, weights and measures and time.

The third area is physical development which is concerned with large muscle and small muscle coordination. The project also: acquaints parents with the learning program; counsels parent in what services her/his children may need from the public school and to provide technical assistance in getting them; helps children gain the emotional and social growth needed for their healthy participation in our society; prepares innovative methods and materials to help children learn.

Accomplishments of the Program

The majority of our children have improved in both language arts, listening and work study skills. There also have been improvements in reading and speaking skills.

The children have improved in notations and telling time. Some improvement has been seen in weights and measurements.

Tri-City Progress Report 73-74
Crusade for Learning

Accomplishments (con't.)

We have succeeded in closing and narrowing the learning gap for most of the children enrolled.

Special learning and growth problems have been detected in some of the children and are being treated.

We have established a working relationship with the public school for referrals and exchange of information.

A Typical Activity in the Program

A typical activity for language arts would be playing "Concentration". This game uses speaking skills, listening skills and work study skills. The children must match pictures according to consonant blends and initial consonant sounds.

A typical activity for math is "Bingo." Here the children must recognize numbers. It can also be played by putting the circle on the answer for addition, subtraction, multiplication or division problems.

A typical activity for physical development large muscle coordination is volleyball and arts and crafts for small muscle coordination.

Future Projections of the Program

Future projections of the program are many. At this time, we are concerned with giving the children a more individualized program. By this we mean that each child will have a language arts, math and physical development program which would meet the needs of that particular child.

We would also incorporate a music program and a science and social science program which the children would be able to work on at their own rate.

Tri-City's Progress Report 73-74
Crusade for Learning (con't.)

Community Service Coordinator - Mae Hughes

The major functions of community services are:

- to help parents and staff find resources that remove learning obstacles for the children enrolled;
- to maintain a close relationship with each parent so that she/he is involved in some level of activity at the People's Center;
- to organize and maintain an on-going volunteer program;
- to coordinate services between teaching staff and supportive services staff.

Community Health Education Project	Mae Hughes
	Community Health Coordinator (1973)
	Mary Battle
	Community Health Coordinator (1974)

The Community Health Education Project began in January 1973 as a result of a grant from the Florence and John Schumann Foundation.

Because of the low budget for the educational projects, we had to find other means to provide comprehensive health services to the children and to provide the necessary counseling of their parents.

The lack of health facilities in the neighborhood has also convinced us that a community health center is needed. Tri-City has extended its health services to include other children in the neighborhood through the Children's Health Action Project (children's mini-clinic). The Health Action Committee's role is to set policy for the children's project and will serve as an organizing force for a comprehensive health center.

Staffing

- 1 Community Health Coordinator
- 1 Consulting Physician
- 1 Pediatric Nurse Practitioner
- 1 RecordKeeper

Tri-City's Progress Report 73-74
Community Health Education Project (con't.)

Objectives of the Health Project

The objectives of the health program are: to provide each child enrolled in the program with a complete program which consists of: physical exam; dental exam and treatment; lab testing; immunizations; vision, hearing and speech screenings; these services are to be extended to the children in the community.

We promote health education services for all members of the family and provide social and psychological services for all children enrolled in the program. We help parents obtain treatment for their children when needed and inform parents of available resources when needed.

Accomplishments

Over ninety per cent of the children enrolled in the program have received a complete physical, vision, hearing and speech screening. Over ninety per cent of the children received dental exam and treatment by Dr. Thomas Mouring, or at North Jersey Community Union, or their own private dentist. A total of fifty two children have received lead tests. Three children were retested and one was referred

Staff and members of the Health Action Committee have sponsored a planning workshop and frequent meetings to develop an educational program.

One of the above mentioned lead cases can be used as an example of the health and education service that we offer: a seven year old child came to the office for a routine physical, which included a lead test because he was a new enrollee. Results showed that his lead level was elevated. Before the test had been done, his mother was in conference with the Pediatric Nurse Practitioner and told us about the child's poor appetite, the problems he was having in school with learning and his lack of energy. These symptoms led the Nurse Practitioner to believe that the child's lead level might be high. The mother was referred to Martland for more testing and possible treatment. The mother didn't understand the importance of all the lead testing the child was receiving and felt that he was being tested for nothing; so she refused to take the child back for further tests and possible treatment. As soon as this situation was brought to the attention of the Pediatric Nurse Practitioner she immediately got in touch with the mother and had another conference with her at which time she explained fully the process of the testing and treatment for high lead levels. After this explanation the mother called the hospital to set up a new appointment to take the child back.

Tri-City's Progress Report 73-74
Community Health Education Project (con't.)

Future Projections

Some of our future plans are:

1. to set up a more complete community outreach team which will consist of people from the health program; social services and the teaching staff.
2. to start health classes for the school aged children , so that they can learn the importance of good health
3. to participate in demonstrating a First Aid course for the students.
4. to arrange for more teacher/nurse conferences on each child enrolled in the program.
5. to sponsor more community health programs.
6. to serve as a contact between home and school on health problems.
7. to sponsor nutrition action research projects.

Amity Village Cooperative

Edward Andrade - Manager
Daniel Brown - President

The purpose of Tri-City taking over management of Amity Village was to establish a cooperative relationship between Tri-City and the Amity Village Coop. This relationship had become necessary because a hostile relationship had developed between these parties during the three years of management by another agent. Widespread problems had developed because of maintenance and management lags.

Major Objectives

1. Establish a working relationship between board and management.
2. Provide quick and efficient maintenance service.
3. Correct the excessive back payments.
4. Clean up refuse in backyards and cellars.
5. Begin major improvements; replace doors, repair roofs, repair ovens and dishwashers.

Tri-City's Progress Report 73-74
Amity Village Cooperative (con't.)

What has ben accomplished

1. Early in the changeover the Amity Board and the manager were meeting every two weeks until both parties establishe a working relationship. The meetings occur once a month now and are productive.
2. Consistent maintenance service has been reestablished. A full-time man is on the job and heat and small repairs are adequately provided.
3. Non-payment of monthly carrying charges has been stopped and major offenders have been evicted or have paid up and or are paying.
4. All backyards are clean and all but a few cellars are completed. Major improvements are going forth.
5. Most ovens are now functioning properly and repairs are still in process. Doors and roofs are being repaired and replaced. Fencing has been contracted and installation is due shortly.

Future Plans

Our major projected plans for the future are in the area of fund raising. Due to the inflationary increases in costs we find ourselves unable to continue with making improvements and providing adequate maintenance without excessive increases in rent. Therefore, we are embarking on sponsoring fund-raising events. We also are searching for all the governmental and foundation funds that are available to us.

Our outlook is to make Amity Village a model neighborhood through a cooperative effort of residents and Tri-City.

Coalition Building - Everything They Need to Grow

Tri-City has been in the forefront of organizing a coalition of day care centers in the City of Newark through the Emergency Committee to Save Child Care.

Since November 1973, this effort has brought about city funding of ten day care centers (including Tri-City's).

Tri-City's Progress Report
Coalition Building (con't.)

Other major objectives of the Emergency Committee include the establishment of a city agency called the Office of Child Development. This agency should provide more supportive services to Tri-City as well as other child development programs.

In order to guarantee the funding of our day care and eventually after school projects, the City of Newark must appropriate more funds.

Our 1974-75 objective is to get a Fair Share Budget of \$2.5 million for child care.

On a state level, the short range coalition effort has been to prevent a cut back of day care funds. The long range objective is to get enough state funding to provide the 25% non federal share for all Title IV-A day care centers. Local funds could then be used for extra services or remodeling of facilities.

The Emergency Committee to Save Child Care is in the process of seeking foundation grants in order to expand its operation.